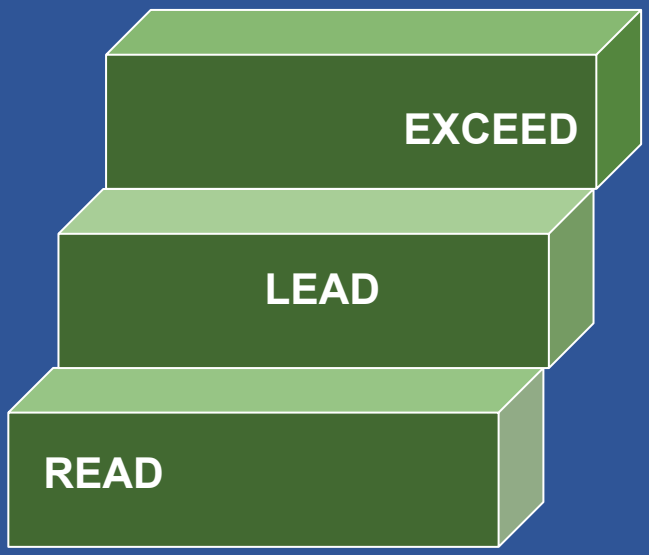

STEP TWO:

A FRAMEWORK FOR SELF-ASSESSMENT WHEN DESIGNING YOUR COMPREHENSIVE LITERACY PLAN

Missouri Department of Elementary & Secondary Education

Step Two

Steps to Success Series

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Introduction

Missouri's Read, Lead, Exceed: Steps to Success Series, Step Two is an evidence-based resource for local education agencies (LEAs). Developed as part of the 2020 Comprehensive Literacy State Development (CLSD) grant, this framework includes the Comprehensive Literacy Needs Assessment (CLNA) and a Comprehensive Literacy Plan (CLP) template designed to support LEAs in determining areas of need, setting priority goals, and beginning a plan of action. The framework provides a pathway to the integration of literacy development, literacy instruction, and the Missouri Learning Standards. It guides LEAs in developing a local CLP by providing clear guidance on the components of a comprehensive literacy system and incorporating evidence-based practices to achieve long-term success for students.

The Comprehensive Literacy Needs Assessment

Background

The CLNA was developed through collaboration with Marzano Research and state literacy consultants from each of Missouri's Regional Professional Development Centers (RPDCs). Development of the assessment was one piece of the CLSD grant and outlines six domains of focus to provide LEAs and schools with a resource to help create a comprehensive plan to align district-wide literacy efforts.

Purpose

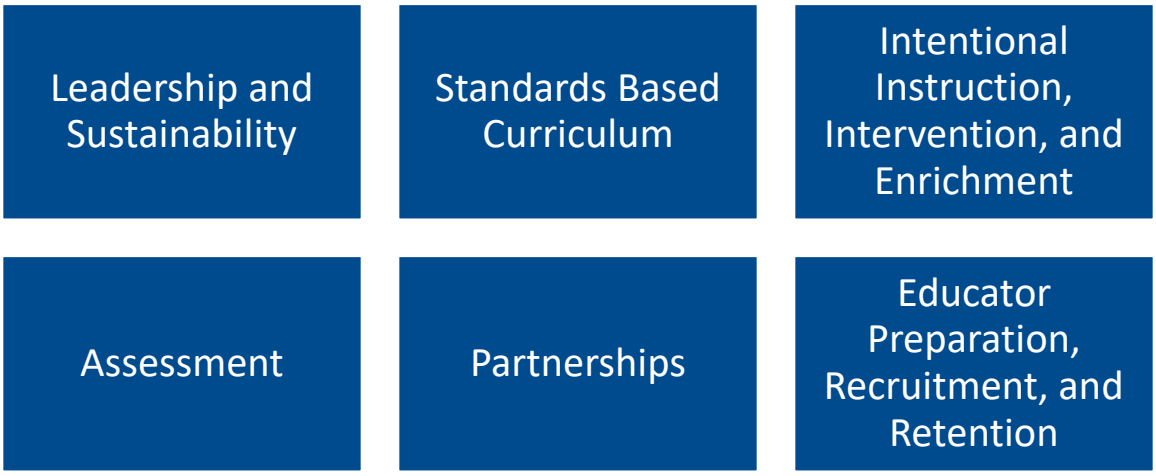
The purpose of the CLNA is to help LEAs assess current practices that impact literacy, determine assets, and identify needs. It also provides LEAs with a common language and shared understanding of literacy practices. Use of the assessment and its results engages teams in meaningful dialogue about expectations, beliefs, successes, and challenges in all aspects of teaching, leading, and learning for literacy proficiency. Because the CLNA defines best practices for instruction, it should be an integrated and ongoing part of the continuous-improvement process. The CLNA supports LEAs in reviewing literacy progress throughout the year.

LEAs will ideally complete the CLNA on an annual basis to guide goal-setting and action-planning, and identify indicators of success and potential need for state and district-level supports. The needs assessment—along with other relevant data, such as student performance, behavior data, student and staff demographics, school climate, and culture data—will provide guidance in the development of a CLP. This process further helps LEAs determine district-wide literacy needs, address reading proficiency, and develop goals for continuous improvement.

Alignment

Missouri State Literacy Plan

Review and refer to Missouri's Read, Lead, Exceed: Steps to Success document, Step One: Preparing for Your Comprehensive Literacy Plan, for an explanation of the key components and research behind the Missouri Department of Elementary and Secondary Education's (DESE's) focus. Step One will also provide a detailed description of the first five domains included in the CLNA.



Missouri School Improvement Plan (MSIP) and Comprehensive School Improvement Plan (CSIP) –

MSIP 6 is the state's accountability system for reviewing and accrediting LEAs. Standards and indicators within MSIP 6 are designed to determine the extent to which students are meeting Missouri Learning Standards and obtaining necessary skills and knowledge. The updated version of MSIP 6 outlines expectations for school practices and student outcomes with the goal of each student graduating ready for success in college, career, and life.

The CSIP is an LEA's continuous improvement plan and makes up a total of 15% of the overall Annual Performance Report. Find more information regarding the Annual Performance Report here.
Each CSIP is structured around best practice standards and indicators. Literacy and literacy-related goals are addressed in the Effective Teaching and Learning standard within the following indicators.

- TL1.C Beginning in elementary school, students demonstrate on-track performance through department-designated measures of literacy and numeracy.
- TL6.A Students receive literacy instruction throughout all grades using a variety of evidence-based methods.

The literacy goals of an LEA's CSIP and CLP should be aligned and reviewed on an annual basis through a reflection cycle. The plans should work together to achieve literacy success for every student. Goals within the CSIP and CLP can be the same; neither plan takes the place of the other, however.

The Six Domains of the Comprehensive Literacy Needs Assessment

The CLNA was developed based on evidence-based literacy practices for student success. The assessment aligns to state literacy initiatives and articulates literacy practices across six domains. These six domains guide reflection, discussion, and decision making. Each domain is essential for the literacy development of Missouri's children and is interwoven to create a full picture of literacy education in Missouri. Domain six will differ from Step One: Preparing for your Comprehensive Literacy Plan. In Step One the sixth domain—Educator Preparation, Recruitment and Retention—is intended to be viewed at a state-wide level, while in Step Two the sixth domain—Success-Ready Students and Workforce Workforce Development—is intended to be viewed at the LEA level.

This framework provides and encourages a systematic and synchronized approach to literacy implementation that includes self-evaluation, as well as state, district, and community involvement, collaboration, and commitment.

The CLNA focuses on six key domains:

These practices are intended to assist LEAs in achieving the following long-term outcomes:

- **Leadership and Sustainability** – Leaders work collaboratively to ensure a common set of values and beliefs guide literacy instruction for all students.
- **Standards-based Curriculum** – LEAs select and use instructional materials aligned to the Missouri Learning Standards and the Missouri State Literacy Plan that provide the content and expectations for all students to be successful beyond graduation and in future careers.
- **Intentional Instruction, Intervention and Enrichment** – Educators provide and have knowledge of evidence-based literacy instruction, which supports all student groups and special populations, including special education, gifted, dyslexic, and English learners. It is important to recognize that certain instructional strategies, structures, and methodologies are more applicable and appropriate to specific learners. All literacy learners need to be engaged in speaking, listening, reading, and writing for authentic purposes multiple times throughout the school day. Components of high-quality instruction include student-centered instruction, appropriate grade-level assignments, deep engagement, and high expectations for all students.
- **Assessment** – LEAs use assessment data to guide instruction and inform literacy growth from pre-K to grade 12. Assessments should reflect the multiple dimensions of literacy, the diversity of the students, and the various purposes for assessment. All literacy assessments are best used in combination with evidence-based practices and teacher observation to monitor individual student progress.
- **Partnerships** – Partnerships among schools and businesses, community organizations, and other educational entities are essential components in fostering a culture of literacy. Each community offers unique opportunities for relationships and collaboration. The strength of any literacy program is reflected in the LEA's commitment to seek and build local partnerships to ensure sufficient and quality cross-disciplinary, community, and family engagement to support literacy development and proficiency.
- **Success-Ready Students and Workforce Development** – Students develop literacy skills that support their postsecondary career plan. To do so, LEAs provide access to media and technology literacy, and develop critical-thinking skills through shared collaboration, project-based assessment, and inquiry into their local communities.

Developing A Comprehensive Literacy Plan

The first step in developing a Comprehensive Literacy Plan is establishing an LEA Literacy Team. The team will be instrumental in shaping a shared and sustainable vision for student success in literacy learning district-wide and should include multiple stakeholders, such as:

- LEA leadership
- Building administration
- Literacy/Instructional coaches
- Reading Specialists/Interventionists
- Speech and Language Specialists
- Occupational Therapists
- Media specialists
- K-12 grade level teacher representation
- All content area teacher representation
- Special Education teachers
- English Language Learner teachers

- Family Representation
- Community Representation
- Students

Once the LEA Literacy Team is established, the team should engage in collaborative discussions to begin developing a common literacy vision for the LEA. These conversations will provide a foundation for creating the district CLP and support accountability, sustainability and consensus around literacy instruction.

The process for developing a CLP has two phases:

- Phase 1 – Completing the Comprehensive Literacy Needs Assessment
- Phase 2 – Developing the Comprehensive Literacy Plan

Phase 1 – Comprehensive Literacy Needs Assessment

The CLNA is designed to guide LEAs as they analyze their current literacy landscape through the lens of the six key domains. Each domain on the assessment includes action items which can be identified as assets or needs; examples of evidence to help in identifying practices already in place; and a rubric to support discussions focused on the quality of implementation and sustainability of each action item. The rubrics also assist in identifying goals and planning next steps. In addition, templates are provided to help with reflection and action planning after discussing each domain.

Domain: Leadership and Sustainability
Comprehensive Literacy Needs Assessment

Leadership and Sustainability Action Items	Examples of Evidence (Next Steps)
Our administrative engagement includes: • establishing a literacy team that includes various stakeholders. • ensuring alignment and continuity of literacy goals. • using continuous improvement to support literacy instruction. • developing shared understanding of literacy initiatives • promoting teacher agency and autonomy. • partnering with teachers around literacy. • establishing a district data system to monitor and evaluate all aspects of the literacy plan. Our leaders: • hire high-quality literacy coaches/specialists. • provide responsive professional development (PD) for literacy coaches/specialists. • support relationships with literacy coaches/specialists that facilitate instructional change. Our interactions with the state education agency include: • aligning and integrating district literacy goals and objectives with Step One: Preparing for Your Comprehensive Literacy Plan. • partnering to use data to identify assets and action items improving literacy outcomes. • monitoring progress to examine effectiveness of evidence-	Plans • Literacy plans aligned to Step One: Preparing for Your Comprehensive Literacy Plan which provides state goals and objectives across grade levels and content areas. • A communication plan explaining literacy initiatives to stakeholders; plan includes what, to whom, how and when information is communicated. • A professional development (PD) plan for literacy that indicates opportunities for teachers as a group, teachers and principals together, and principals as a group. Documents • A list of district and school literacy team members with indication of group represented (e.g., teacher, counselor, administrator, parent). • Minutes of district and school leader meetings indicating topics related to effectively collaborating with teachers to support literacy initiatives. • Set of interview questions based on standards for literacy coaches and specialists. • Products (e.g., writing assessments, grade-level vocabulary lists) developed by school level committees or teacher teams to support literacy instruction. • A schedule for literacy coaches and specialists indicating dedicated time for their work with teachers. • Description of roles and responsibilities for literacy coaches and specialists, including for what they will be held accountable. • Guidance for principals on how to provide monthly feedback to literacy coaches and specialists. • A list of state literacy resources used and/or communication about

Phase 2 – Developing the Comprehensive Literacy Plan

The development of the CLP should be guided by the shared vision of literacy and the assets and needs identified in the CLNA. Phase 2 begins with analyzing the results of the CLNA and identifying priority needs. These identified needs will become measurable priority goals within the CLP that are comprehensive and consider all stakeholders. LEAs should only choose two or three needs to focus on annually to maintain sustainability. Some LEAs may choose to focus on every need identified through the CLNA process; however, this is not required. LEAs may also choose to focus on multiple needs within a single domain or focus on needs in different domains.

Developing the CLP should also include creating action steps, determining roles and responsibilities, identifying resources required for success, and creating an implementation timeline. When identifying indicators of success, consider how the team will determine the goal has been achieved or is on track to be achieved. An LEA may choose to use the provided template for creating the CLP, or may choose to use a format which fits the LEA's vision and needs. Once completed, present the LEA's plan to all stakeholders and continuously refer to the plan to create a cohesive support system.

Domain: Leadership and Sustainability
Comprehensive Literacy Plan Template

Leadership and Sustainability				
Priority Goal(s):				
Evidence/Rationale:				
Action Steps	Roles & Responsibilities	Resources Needed (Local)	Resources Needed (State)	Implementation Timeline
Possible Partnerships (Local):				
Possible Partnerships (State):				
Indicators of Success:				

Suggested Steps for creating your Comprehensive Literacy Plan:

- Analyze the results of the CLNA
- Choose 2-3 identified needs to focus on
- Establish measurable priority goals based on the identified needs that are comprehensive and consider all stakeholders
- Include evidence/rationale for the importance of each priority goal
- Create action steps for accomplishing priority goals
- Determine roles and responsibilities for each action step and team member
- Identify resources needed at the local and state level to successfully complete each action step
- Establish a timeline to document progress, evidence, and to achieve the identified action steps
- Determine indicators of success for each priority goal and evidence needed for each priority goal
- Share the CLP with stakeholders across the LEA
- Create a plan to refer to the CLP regularly throughout the district

For additional support and guidance, contact the department's Office of Literacy at dese.literacy@dese.mo.gov.